Ryecroft School Accessibility

Plan 2026/2027

Purpose:

This plan reflects the values and ethos of Ryecroft School in relation to accessibility. The purpose of which is to set out a framework that all staff are able to operate within. This plan is written with consideration given to the Disability Discrimination Act (DDA), as amended by the SEN and Disability Act (SEND Act). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the Department for Children, Schools and Families (DCSF).

Ryecroft School is an independent day school for pupils aged 4 to 18. The school offers places for pupils with a primary diagnosis of Autistic Spectrum Condition (ASC) and those that have additional needs including learning disability, and the behaviours that may challenge resulting from those diagnoses. Many of our pupils have also experienced early childhood trauma and a high number of pupils have not attended school for a considerable period of time. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Pupils at Ryecroft School have access to a tailored curriculum which is appropriate for their needs and selected pathways including the National Curriculum.

As a school, we are committed to:

- Providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Ensuring the school's aims and equal opportunities policy.
- Complying with the DDA and ensuring the school's aims, equal opportunities policy and SEN policy.
- Ensuring the school's aims, equal opportunities policy and SEN policy comply with the DDA.
- Taking steps to avoid any pupil being disadvantaged whilst under our care.

As a school, we do not condone:

- The discrimination of pupils at any point within their school journey, including (but not limited to) the admissions process, daily school attendance or access to external services.
- Pupils being treated less favorably than peers

The Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse

effect on his or her ability to carry out normal day-to-day activities."

Key Objectives:

All staff at Ryecroft School are committed to creating and maintaining an inclusive environment. We will continue to develop the school with the following objectives in mind:

- To reduce and eliminate barriers to accessing the curriculum and promote full participation in the school community for pupils, and prospective pupils.
- To improve access to the physical environment of the school, developing specialist facilities as necessary. This covers reasonable adjustments to the environment of the school and assistive aids to access education.
- To increase access to the curriculum for pupils, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability access the best opportunities
- To improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include adapted hand-outs, visuals timetables, additional processing time and information about the school and school events. The information should be made available in various preferred formats within an agreed time frame.
- For all staff to perform their duties in line with the Disability Rights Commission Code of Practice (2002).

Through the provision of a rich, broad and balanced curriculum we will:

- Set suitable learning objectives and challenges.
- Respond to pupils' diverse learning needs and recognise that these needs may change over time.
- Address and overcome barriers to learning and assessment for individuals and groups of pupils.

ACCESSIBILITY PLAN

2026

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that all pupils are prepared for their next steps (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Target	Actions	Timescale	Success Criteria
As part of the admissions process, identify the accessibility needs required to access the curriculum for each pupil. This includes physical, sensory and cognitive adaptations.	• Identify and source specialist equipment, tools, approaches and resources as required • Staff to be trained on auxiliary equipment as required by the relevant external or internal professionals. This training will be kept in date in line with specific guidance. • Class staff to raise any unidentified needs with the SENCo promptly. • Clinical team to complete a My Sensory World and Communication profiles	At least 1 week prior to the pupil being on roll. The suitability of the equipment, tools, approaches and resources will be reviewed by the SENCO and Clinical team as part of the pupil's settling in phase. The settling in phase in the first 6 weeks of the pupil's school journey. My Sensory World and Communication profiles will be completed within the first half term of a pupil joining the school.	Pupils are able to access all learning opportunities. This can be evidenced by their engagement with formal assessment and workbook examples.
As part of the admission process, identify and collate known clinical and therapeutic provision needs.	• Initial assessments completed by the Speech and Language Therapist and the Occupational Therapists alongside the school SENCO. • Clinical Lead to review and collate specified and non-specified clinical and pastoral provision outlined within the pupil's Educational, Health and Care plan as part of	Initial clinical assessment should occur within the first half term of the child joining the school. Pyramid planning document should be updated within 2 weeks of a pupil receiving confirmation that they have a place at the school.	• Initial assessments completed by the Speech and Language Therapist and the Occupational Therapists. • Pyramid Planning document to summarise specified and non-specified clinical and pastoral provision.

	admissions process.		
An annual plan outlining a range of activities to promote pupils' spiritual, moral, social and cultural development.	• Pastoral Team to develop and deliver celebration theme days which cover a range of cultural, spiritual, moral, and social topics • Career Lead to develop and deliver opportunities for all pupils to extend their knowledge about their local communities including work experience opportunities • Class teams implement the training delivered by the Clinical Team to ensure students develop their interoception, emotional literacy and emotional regulation strategies. • Senior Leadership Team to ensure there are timetabled opportunities within the curriculum to enable pupil to connect and regulate prior to beginning academic tasks.	In place by the 1st week of the school calendar and throughout the school year.	Pupils are able to discuss the learning that has taken place as part of the 'Celebration Calendar' using their typical forms of communication, with consideration given to their cognitive abilities.
To embed the Ask, Accept, Development (AAD) framework as part of the school ethos and across the school curriculum	• Clinical Team to deliver the advanced AAD training to all staff • Clinical Team to provide termly support meetings to AAD champions • AAD champions to model AAD strategies across their practice and support other team members to do so	Annually Termly Daily	AAD accreditation
For pupils to have a Positive Behavior Support Plan which is completed collaboratively with parents, education staff, pastoral team and clinical team	• As part of admission process, share PBSP template and example with parents • Pastoral/Clinical team to review and add additional school-based observations • Education team to review PBSPs annually or when	Annually as a minimum	Staff are able to outline known antecedents, behavior triggers and known calming strategies for the pupils they work with

	changes to behavior are observed		
For all pupils to be discussed on an individual level as part of the multi-disciplinary process.	• Each pupil will be discussed at least once per annum using a strengths-based approach. • For staff to request an MDT regarding an individual as required • Clinical Team to model recommendations and strategies as required.	Once per annum As required.	Class team are equipped to support all pupil needs and can refer to MDT minutes for recommended strategies and approaches.
To ensure the school's sensory environment meets the needs of the cohort	• Occupational Therapist to complete at a sensory audit • Senior Leadership Team to discuss the findings and recommendations of the sensory audit to determine next steps • Developments to school grounds to be a collaborative approach with clinical team.	Annually	• Majority of pupils sensory needs are met by the environmental adaptions to sensory needs • Pupils whose needs are not met by the sensory environment will have clear strategies outlined within their My Sensory World
To ensure the school's physical environment meets the needs of the cohort	• Occupational Therapist to complete an environmental assessment when a student presents with a physical need • Senior Leadership Team to discuss the findings and recommendations of the audit to determine next steps • Occupational Therapist to complete an individual environmental assessment of offsite provision for pupils who require this.	Annually or as required	• All pupils physical needs are met within the school environment • Pupils who physical needs are able to participate fully in offsite trips
To ensure students with English as an Additional Language (EAL) are fully able to access the curriculum	• Class teachers, SLT and Clinical Team to be aware of the EAL policy • As required, source interpreters to support pupils • Determine parents preferred method of communication and source an interpreter as	Ongoing based on need	All pupils are able to demonstrate their full abilities within formal assessment and daily learning tasks

	required.		
Ensure that pupils entering KS1 have access to EYFS learning goals where appropriate.	• Follow the admissions process and identify appropriate route into learning • Curriculum pathway linked to EYFS targets.	Ongoing	Pupils who are not ready to engage in formal KS1 curriculum outcomes will benefit wholly from the varied experiences and opportunities of an EYFS curriculum.
Review 'Bringing Learning to Life' opportunities linked to themed curriculum.	• Teachers to identify through planning core aspects of their curriculum and support these with educational trips and visits to enrich the learning experience • Curriculum lead to plan and organize trips linked to half termly themes.	Annually in September	Pupils will engage in a range of purposeful educational visits linked directly to learning outcomes. This will support knowledge retention and help pupils to commit learning to long term memory
Carry out annual curriculum reviews to ensure pupils are able to access as broad a curriculum as possible for as long as possible	• All staff to research own curriculum areas to identify accredited routes and experiences • All pupils in Y9 to complete options choices for Y10 and Y11 where applicable.	Annually	• The curriculum will be continually developed, allowing pupils to study as broadly as possible for as long as possible. • Pupils will make informed choices in Y9 with the support of OFG Careers Services and school staff

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Target	Actions	Timescale	Success Criteria
Development of the school grounds	• Clinical Lead and SLT to review the physical environment and determine necessary changes to support pupils	Annually or as required	• Pupils report that they enjoy being at school and are able to fully access all parts of the school grounds and curriculum
To ensure the school's sensory environment meets the needs of the cohort	• Occupational Therapist to complete at a sensory audit • Senior Leadership Team to discuss the findings and recommendations of the sensory audit to determine next steps • Any enhancements to environment to be agreed with clinical team.	Annually	• Majority of pupils sensory needs are met by the environmental adaptions to sensory needs • Pupils who's needs are not met by the sensory environment will have clear strategies outlined within their My Sensory World
To ensure the school's physical environment meets the needs of the cohort	• Occupational Therapist to complete an environmental assessment when a student presents with a physical need • Senior Leadership Team to discuss the findings and recommendations of the audit to determine next steps • Occupational Therapist to complete an individual environmental assessment of offsite provision for pupils who require this.	Annually or as required	• All pupils physical needs are met within the school environment • Pupils who physical needs are able to participate fully in offsite trips

- Improve the delivery of written information to pupils, staff, parents and visitors with special educational needs and/or disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Target	Actions	Timescale	Success Criteria
Ensure written material is accessible to all stakeholders	• Ensure that support is provided to access written information where needed • As required, refer to the in-house clinical team to assess the most appropriate form of communication for pupils • All staff to use the parents' preferred method of communication	Ongoing	Parents and visitors will be able to request accessible information
Support parents to develop their own literacy skills where appropriate	• Offer termly coffee and connect sessions for parents • All staff to use the parents' preferred method of communication • Offer interpreter as required	Termly As required	Parents will be more confident in supporting children's needs